

**GUILFORD COUNTY SCHOOLS  
JOB DESCRIPTION**

**JOB TITLE: DIRECTOR EQUITY AND INCLUSION**

**GENERAL STATEMENT OF JOB**

Under general supervision, performs a variety of tasks to assist in coordinating the successful implementation of diversity initiatives, programs, and curriculum as aligned with North Carolina Standard Course of Study. Employee works collaboratively with the offices of Professional Development, Student Services, Character Development, Curriculum and Instruction, Exceptional Children and other GCS areas. Employee coordinates with media, PTA organizations and various faith-based communities in supporting district initiatives. Employee coordinates the delivery of professional development opportunities for all district personnel as it relates to equity, inclusion, and cultural proficiency strategies and techniques for assessing and increasing student achievement. Employee assists in developing multi-cultural strategies for instruction, participates in the implementation of these strategies, and assists administrators with evaluating the effectiveness of diversity initiatives. Employee is able to effectively express ideas orally and in writing, and possesses skill and background in developing program and training content as appropriate to facilitate district needs. Employee assesses the presence of cultural and gender-biases in current curriculum, practices, and standards present in GCS. Employee trains certified staff in developing strategies and techniques for assessing and increasing black male student achievement. Under general supervision, employee performs a variety of administrative tasks including coordinating the district's African-American Male initiative. Employee should be well skilled in making effective oral presentations before large groups of people. Reports to the Executive Director for Equity and Inclusion.

**SPECIFIC DUTIES AND RESPONSIBILITIES**

**ESSENTIAL JOB FUNCTIONS**

Oversees all district training, workshops and presentations addressing equity, inclusion and cultural proficiency in support of schools, school personnel, departments and programs.

Provides training, oversight, monitoring and evaluation of the African-American Male Initiative.

Develops and coordinates on-going professional development in the areas of culturally relevant pedagogy and culturally responsive classroom management to all district school staff and administrators.

Provides supervision of Equity and Inclusion Staff.

Assists PK through 12 teachers and administrators in developing multi-cultural instructional content for improving overall student achievement; provides instructional strategies and various tools to aid the instructional process.

Serves as a liaison to the Curriculum and Instruction department, providing leadership, training and monitoring in the areas of culturally responsive curriculum and instruction.

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Provides follow-up and on-going assistance to teachers, curriculum specialists, facilitators and other school based administrators with on-site equity programs and initiatives.

Assists school administration and staff in understanding and promoting the use of the community's diverse cultural, social and intellectual resources to support school improvement goals.

Provides feedback to the school administration and regional offices for improving the delivery and sustainability of related programs and services.

Assists with the overall training support of equity initiatives and programs and develops strategies for improvement; coordinates the delivery of ongoing and strategic staff development opportunities.

Keeps parents, administrators and community citizens informed about various equity and inclusion initiatives being implemented to resolve issues of disproportionality and disparities in educational programming.

Attends various workshops, seminars, and conferences to continuously update professional knowledge. Participates in regularly scheduled departmental meetings as required.

Collaborates with other curriculum & formative assessment coaches as appropriate to provide district schools with an integrated program.

Develops, coordinates and delivers workshops for parents, civic groups, faith groups and other community organizations. Keeps parents, administrators and community citizens informed about the district's initiatives. Develops and distributes marketing materials as needed to promote initiatives.

Provides ongoing consultation and follow-up trainings in schools as requested. Independently and collaboratively plan diversity, equity and inclusion course offerings for district personnel.

Other duties and responsibilities may be assigned as appropriate by the Executive Director of Equity and Inclusion and Chief Academic Officer.

### **ADDITIONAL JOB FUNCTIONS**

Completes all reports, memos, documentation and other necessary paperwork in a timely and professional manner. Provides support for schools and regions. Performs other related work as requested.

### **MINIMUM TRAINING AND EXPERIENCE**

Master's degree and 3 to 5 years of administrative experience or any equivalent combination of training and experience which provides the required knowledge, skills and abilities.

### **SPECIAL REQUIREMENTS**

Must hold or be eligible to hold a valid teaching or administrative license issued by the State of North

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Carolina. Must possess a valid North Carolina Driver's License.

### **MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**

**Physical Requirements:** Must be physically able to operate a variety of equipment including computers, overhead projectors, typewriters, copiers, facsimile machines, calculators, protractors, compasses, etc. Must be physically able to operate a motor vehicle. Must be able to exert up to 10 pounds of force occasionally, and/or a negligible amount of force constantly to lift, carry, push, and pull or otherwise move objects, including the human body. Light work usually requires walking or standing to a significant degree.

**Data Conception:** Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar or divergent from obvious standards) of data, people or things.

**Interpersonal Communication:** Requires the ability to speak and/or signal people to convey or exchange information. Includes giving instructions, assignments or directions to subordinates or assistants.

**Language Ability:** Requires the ability to read a variety of correspondence, reports, forms, applications, purchase orders, test results, etc. Requires the ability to prepare correspondence, reports, presentations, newspaper articles, requisitions, forms, evaluations, budgets, etc., using prescribed formats and conforming to all rules of punctuation, grammar, diction, and style. Requires the ability to speak before groups of people with poise, voice control and confidence.

**Intelligence:** Requires the ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret an extensive variety of technical instructions in mathematical or diagrammatic form; and to deal with several abstract and concrete variables.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively and efficiently in Standard English.

**Numerical Aptitude:** Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; and utilize decimals and percentages.

**Form/Spatial Aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor Coordination:** Requires the ability to coordinate hands and eyes rapidly and accurately in using office equipment.

**Manual Dexterity:** Requires the ability to handle a variety of items such as office equipment and hand tools. Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Does not require the ability to differentiate between colors and shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving

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instructions. Must be adaptable to performing under stress and when confronted with emergency situations.

**Physical Communication:** Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear.) Must be able to communicate via telephone.

### **KNOWLEDGE, SKILLS AND ABILITIES**

Considerable knowledge of theories and principles in specified content area or pedagogy in general.

Considerable knowledge of the North Carolina State Curriculum.

Considerable knowledge of the current literature, trends, and developments in the field of education.

General knowledge of the County and School Board policies, procedures and standards regarding education.

General knowledge of the organization and communication channels of the school system.

General knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.

General knowledge of the grant application and administration process.

Skilled in preparing and delivering presentations.

Ability to review and evaluate testing results and to develop a training plan of action based on conclusions.

Ability to develop innovative and effective instructional materials.

Ability to use common office machines and word processing, spreadsheet and file maintenance programs.

Ability to maintain complete and accurate records and statistics and to develop meaningful reports from that information.

Ability to effectively express ideas orally and in writing.

Ability to make effective oral presentations before large groups of people.

Ability to exercise considerable tact and courtesy in frequent contact with the public.

Ability to establish and maintain effective working relationships as necessitated by work assignments.

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### **DISCLAIMER**

The preceding job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees in this job.